AMERICAN JOURNAL OF EDUCATION

Universal Education—The Safety of a Republic.

VOL. XXI. ST. LOUIS, FEBRUARY 9, 1888 No. 2.

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Universal Education—The Safety of a Republic.

VOL. XXI. ST. LOUIS, FEBRUARY 9, 1888 No. 2.

Printed for the Editors, by PERRIN & SMITH, and "Entered at the postoffice at St. Louis, Mo., and admitted for transmission through the mails at second-class rates"

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IT is the manifest will of God that mankind should be concentrated in one uniform march of progression, found only and evermore in the development of that liberty which is essential to all human beings.'

The common mind may not be the ax which hews the old evil and prejudice down to the block; but it is the handle, without which the ax is of little use.

THE great and urgent need now, is to work for the enlightenment of and to interest the *people*.

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Do we stand by and support these leaders by the moral force of personal effort and interest and liberal pecuniary compensation? They are eminently worthy of this.

AMERICAN JOURNAL OF EDUCATION

St. Louis, February 9, 1888.

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Does your State need the money? Are the school terms long enough? Are the teachers promptly paid? Are they liberally paid, as they ought to be for the work they do?

Do they all receive a minimum average salary of $50 per month?

What was the experience last year on these points? Are not the *funds* needed which your state would secure if this bill passes?

YOU see the *legal* as well as the practical phase of the Blair Bill is very much strengthened all the time.

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SEE page 11.

Is it not time to begin to talk over carefully this matter of "School Estimates"?

What does the school law say on this point?

What is the length of the school term? What was it last year?

What are the resources of your district?

What was the amount of money raised last year? Was it sufficient to keep the schools open nine months in the year? Sufficient to pay a teacher the minimum wages of $50 per month?

It is time *now* to look into this matter; to consult with the people; to interest them in this direction in time to secure action.

ALREADY teachers and their friends begin to discuss the routes to California. We want them all to visit St. Louis going or coming. Some people say we are a little slow—but we are tolerably *sure*—that no city between the two oceans can present more attractive points of interest for a day or two of rest and refreshment.

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Send to the Secretary, W. R. Thigben, Savannah, Ga., and get a list of topics to be discussed; or to Van Antwerp, Bragg & Co., of Cincinnati, for a Programme. The latter firm have done, as usual, a handsome thing in issuing a Programme for the occasion.

Supt. Hogg, of Fort Worth, will discuss the Blair Bill from the standpoint of a Southern educator. He is not only one of the ablest men in the South, but perfectly familiar with the needs and condition of the South.

All our teachers should have this programme, and so get the trend of the movements in education from its ablest representatives.

THE way of reason and intelligence is a way of light; a way of triumph; a way of ultimate victory. It is wise to adhere to this way. Our teachers walk in it, lead up to it. Randall and Carlisle resist and thwart it, and work to keep six millions of people in the United States out of this way. They cannot long do this. Safety and conscience and love and light are stronger than darkness.

THE work of the teacher, like that of the artist, is to *build* up. Light up the brain, inflame the mind with love and zeal and enthusiasm: enthusiasm is itself probity.

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Teach your pupils that it is not quite so much the finding of truth, but the honest, persistent search for it, that profits.

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EVERY effort our teachers make is directed toward developing and exalting the individual and the State. They give vastly more than they get.

THE true wealth of the State and the nation is the increase of intellectual force with its corresponding action.

IGNORANCE, we should remember, cannot now have innocence for its companion, and therefore can only do mischief. It is necessary now to *know* in order to judge rightly.

The intelligence, dignity and usefulness of citizenship is of far greater importance than its happiness, and still more than its increase; to multiply births, without ennobling the destiny of man, is only to prepare a more sumptuous banquet for death.

THESE teachers, in their quiet work in the midst of these undeveloped and buried treasures of the human mind, silently dig out and bequeath to us the intellectual riches of the human race.

THERE ought not to be the smallest school-house or district in the land, without its library to refresh and reinforce all the teachers, pupils and patrons, and no teacher can have done all his duty until this is secured.

WE must learn as teachers not only to master events, but we must train our pupils to do this.

THE more *ignorant* a people, the more frequent abuses are.

IF every person really knew the law, he would vindicate his rights and obtain justice.

To the real teacher, the crown of his service is, that it opens the way for a stronger life which shall chant by its sweetness divine songs.

THE multitude is made up of units, and each unit possesses equal claims to our care and love and recognition.

THE teachers hand is the reached hand, bringing up the weak and the laggards.

EACH gift of nature, product of industry, and creation of art, should be laid hold of by the teacher in his work of redemption from ignorance and salvation from sin.

Use these at all events, and then, if there is time, and strength, use text books as a help and supplement.

THE safety, as well as the happiness, of society, flow out from the recesses of private principle; and this our teachers inculcate and train for all the time.

EVERY deed of dishonor, every victim of vice, every ghastly spectacle of crime, is an eloquent appeal to the need and worth of the work in which our teachers are engaged.

LET the pupils in our schools learn first and principally that without integrity of life in their studies, and recitations and on the play ground—without pure purposes and noble aims—life is a perilous venture. All can see the truth of this from the wrecks of virtue, hope and aspiration which lie shattered on our pathway.

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—SHAK.

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The links of supervision in our American system of schools, embrace as stated by Dr. Harris, the following:

"National Commissioner of Education at Washington, who has charge of the Bureau for the collection and dissemination of educational information.

State Superintendent of Public Instruction, resident at the State capital, and having charge of the apportionment of the State School Fund, the organization of educational institutes, collection of statistics, and a general supervision over the common schools, so far as the execution of the State laws is concerned. County Superintendents, having supervision over all schools in their county not organized under special charter (as systems of city schools).

Superintendents of City Schools. Their jurisdiction extends over systems of schools organized independently of county supervision.

In large cities the supervision of the Superintendent is supplemented by Assistant Superintendents and Supervising Principals.

With this five-fold system of supervision, American educators may feel a degree of satisfaction.

For the reason that this link of

COUNTY SUPERINTENDENCY

is the *most important* of all the supervisory links, inasmuch as it concerns the education of three-fourths of all the people of the land, it deserves far more attention on the part of the people and of legislators than it has received.

The County Superintendent's functions involve:

His duty to confer with other school officers and directors: (1) with the State Superintendent, whose interpretation of the State School Law he is obliged to promulgate, and to whom he has to report the enrollment of school population as a basis for the division of the school fund; (2) with the County Clerk as Treasurer, as an intervening official charged with the transmission of statistics, receipt of funds, etc.; (3) with local school boards, including (a) township boards, (b) village boards, and (c) city boards. With each of these, if located in his county, he is brought into necessary relation, and with the first of them he has very distinct duties as regards advice and consultation.

His duty to

EXAMINE TEACHERS

and award certificates to the competent ones. He is obliged to test the extent of their information both as to theoretical and practical knowledge of the art of teaching. He has to find whether the candidate knows how (a) to grade and classify a school according to the most approved methods; (b) to assign lessons of proper length and guide the pupils to correct habits of study; (c) how to work up a sentiment in favor of schools in the community where he is to teach; (d) whether he possesses sufficient book knowledge to instruct properly.

His duty to visit schools. He has to see that the qualifications which he required in the candidate to whom he gave the certificate, are actually exercised by that teacher in his school. (1) He must look after the grading and classifications of the pupils; (2) after the modes of instruction; (3) after the habits and deportment of pupils as indicating the general influences of the teacher; (4) after the general spirit of the district as affected by the teacher.

EDUCATIONAL LECTURES.

It is his duty to present before teachers at their institutes, and before the community at large, the subject of education and its various practical bearings.

It is his duty to hold Institutes. This is one of the most important and difficult of his duties. He has to devise measures to get his teachers together, and arrange for their accommodation and convenience; he has to get up a suitable programme of exercises; to secure evening lectures on the general subject of education, and also the proper persons to conduct the exercises in the several topics of instruction; to draw out from the teachers present a profitable discussion of the practical points presented in the exercises and lectures.

These departments of labor well considered, I do not see how any one can avoid the conclusion that the work of the

COUNTY SUPERINTENDENT

is the most *important* link in the entire system of educational supervision. Its cost to the State is very small in comparison with the entire outlay. By no other agency can the school system of a State be so potently lifted up and at so small an expenditure of money."

MORE THAN OBEDIENCE.

GOV. BROCKMEYER, in his unanswerable argument on "the Right and Power of the State to tax the property of the State to maintain Public Schools," said:

"*Obedience* to the law is not all that the State demands of its citizens.

This, indeed, is but the humblest demand. And, if we recognized it as incumbent upon the State that, before it could demand obedience to its law from the citizen, it should render a knowledge of the law possible to the citizen, what shall we say of the duty of the Government in this respect, when we find that it demands not merely obedience to the law, but also that the citizen should make the law.

If we refer back to the words of Plato, he says: "It is, therefore, necessary, that man should be governed by the god-like by all means, from within if possible, but if not, then from without, so that they may obtain some benefit at least." Here it will be perceived that the philosopher lays great stress upon the manner in which the just is brought to bear upon human conduct. He says by all means from within, if possible, and this indeed is the full demand made of a good citizen by a republic that he be governed by the just, the god-like, from within. For him it is not sufficient to obey the law, nor yet to be a law unto himself, but he must also be a law unto others—the law in its universality. But this requires that he should *know the law*, not merely as the law of the land, but as his law—as the law of his existence—as the eternal truth of that existence.

Now *culture* may be defined as the process by which man enters into conscious relation to the god-like in general, whether under the form of the true, the realized just, the good, or the beautiful. This may be regarded as the end of human existence.

And if culture is the end of life, then education is the art which teaches man how to cultivate himself. For it may be said, in passing, that an education may be conferred upon man, as it may be even on brutes, but culture must be acquired by the individual. But while culture must be acquired, it is conditioned by education. The latter provides the implements of human culture by conferring a mastery over the "technique" in which the products of culture have been handed down from former ages, and in which the new additions of the present are handed down to future generations."

What can the six millions of *illiterates* know of law, or its requirements? What a plea is this for the passage of the Blair Bill?

A NEW INTEREST.

Do not allow the politicians, who want to use and waste the surplus for partisan schemes, or for merely partisan purposes, to divert the attention of the tax-payers and the people from the *fact* that *illiteracy* is on the *increase*, despite all that the States are doing, and all that the various benevolent agencies are doing to educate the illiterates.

The people of the South, who understand the real condition of things, "stand *appalled* in the consciousness of the *inadequacy* of their own resources to meet the emergency."

Let teachers, and all others interested, keep the *facts* before the people as to the necessity *now existing* for the passage of the Blair Bill.

This appropriation of $77,000,000, says Hon. L. Q. C. Lamar, of the U. S. Supreme Court "will excite a *new interest* among our people; it will stimulate both State and local communities to more energetic exertions and greater sacrifices, because it will encourage them in their hopes in grappling and struggling with a task before whose vast proportions they have stood appalled in the consciousness of the inadequacy of their own resources to meet it."

Yes, keep it before the people; let the *tax payers* who have paid their money into the United States Treasury; let parents, who have children to educate; let the teachers who are underpaid, or not paid at all, look over the following statement, as to the amount of money the schools in each of their States will receive—without any additional taxation—if the Blair Bill passes this session, appropriating $77,000,000 for education—as it ought to pass.

Then let all inquire as to the length of the present school terms; then let them ascertain the rate of wages paid—and if they do not then see the absolute necessity of this measure—let them consider the other startling fact that these amounts are based on the

ILLITERACY NOW EXISTING,

and that illiteracy is on the increase.

This money is now in the United States Treasury useless.

Yes, keep these facts before the people until their active and persistent co-operation is secured for the enactment of this wise and beneficent measure.

ALABAMA would receive
Five millions, three hundred and seventy thousand, eight hundred and forty-eight dollars and forty five cents.

ARKANSAS would receive
Two millions, five hundred and three thousand, one hundred and seventy dollars and ninety seven cents.

FLORIDA would receive
Nine hundred and ninety three thousand, five hundred and forty-eight dollars and seventy-nine cents.

GEORGIA would receive
Six millions, four hundred and forty-eight thousand, four hundred and eighty-two dollars and sixty-six cents.

ILLINOIS would receive
One million, eight hundred and ninety-one thousand, six hundred and sixteen dollars and forty-six cents.

INDIANA would receive
One million three hundred and seventy-two thousand, four hundred and forty-one dollars and twenty-six cents.

IOWA would receive
Five hundred and seventy-seven thousand, five hundred and thirty-two dollars and eighty-four cents.

KANSAS would receive
Four hundred and eighty-nine thousand, one hundred and forty-seven dollars and seventy-two cents.

KENTUCKY would receive
Four millions, three hundred and sixteen thousand, nine hundred and thirty dollars and sixty three cents.

LOUISIANA would receive
Three millions, nine hundred and forty-five thousand, fifty-one dollars and forty eight cents.

MARYLAND would receive
One million, six hundred and sixty-six thousand, four hundred and forty-two dollars and eighty eight cents.

MISSISSIPPI would receive
Four millions, six hundred and twenty-four thousand, three hundred and thirty-nine dollars and thirty-three cents.

MISSOURI would receive
Two millions, five hundred and eighty six thousand, six hundred and seventy-four dollars and three cents.

NEW YORK would receive
Two millions, seven hundred and twenty-one thousand, sixty-six dollars and ninety eight cents.

NORTH CAROLINA would receive
Five millions, seven hundred and forty-nine thousand, one hundred and twenty-one dollars and thirty seven cents.

OHIO would receive
One million, six hundred and thirty-three thousand, seven hundred aud eighteen dollars and twenty-one cents.

PENNSYLVANIA would receive
Two millions, eight hundred and twenty-five thousand, three hundred and twenty-four dollars and ninety-eight cents.

SOUTH CAROLINA would receive
Four millions, five hundred and eighty-two thousand, seven hundred and ninety-two dollars and twenty-six cents.

TENNESSEE would receive
Five millions, eighty-nine thousand, two hundred and sixty-two dollars and sixty-two cents.

TEXAS would receive
Three millions, nine hundred and twenty thousand, nine hundred and thirteen dollars and seventy eight cents.

VIRGINIA would receive
Five millions, three hundred and thirty two thousand, four hundred and ninety eight dollars and twenty-five cents.

WEST VIRGINIA would receive
One million, fifty-seven thousand, eight hundred and ninety-five dollars and thirty-three cents.

WISCONSIN would receive
Six hundred and eighty eight thousand, four huudred and twenty dollars and three cents.

HOW IS IT?

If a private corporation had as many thousand workshops, as the number of schools in this State, would not every one be looked after by a man who understood the business?

What would be best for these workshops would be equally true and best for our schools.

The community has a great interest in the work turned out by the teachess who are paid by the State.

The highest good of the child requires that every step in his progress should be guided by the most skilled workman.

We all know that there is a great difference in teachers. Experience has proved that by a proper supervision the efficiency of the teacher can be largely augmented. The best as well as the poorest can be made better.

If the efficiency of our schools could be doubled by proper supervision, it would be equivalent to adding $8,907,036.27 to our revenue in Missouri, and about 136,554 years of school life to our children. It is the opinion of those best informed that this could be and ought to be done.

The most foolish investment any community can make is to put their money into a poor school with an incompetent teacher. It is a waste of money; a waste of time; a waste of life.

The county superintendency was established to guard and protect, and promote these school interests. Let every teacher in the State demand that the office of county superintendent be put on a solid working, effective basis.

Schools have made progress in proportion to the intelligence and earnestness of supervision. Is not that the experience of every man who has given the subject attention?

Dr. William T. Harris says that "by no other agency can the school system of a State be so potently lifted up and at so small an expenditure of money."

IT is *best* and safe to register all valuable packages sent through the mails. The cost is only a trifle. We are glad to see our advice is generally heeded when our Premiums are ordered. Not one has been lost which was registered; and so of other valuable packages ordered from us or from any one else, they should be registered to insure a safe and speedy delivery.

LET us come right down to the practical point in this matter of the Blair Bill.

What was the length of the school term last year? What was the character and ability of the teachers employed? Were the wages paid sufficient to secure and hold on to competent teachers?

When we read the *official statements* made by county superintendents in most of the States, we get such answers to the above queries as go to show conclusively that Massachusetts, Texas, Tennessee, Nebraska and all the other States *need now*, for immediate use all the money which the Blair Bill will give them; and even then the school facilities will be inadequate to furnish proper schooling for the children in these States.

We have got to meet this question in one shape or another, we have got to educate the people so as to enable them to take care of themselves; or we must meet it in the direction of taxation to support the paupers, and to arrest, sentence, punish and provide for the criminals which illiteracy and ignorance breed.

The *better* way is to educate the people; the better way is to pass the Blair Bill, and enlarge the resources of our school systems and make them more efficient and comprehensive.

ARKANSAS EDITION
American Journal of Education.

$1.00 per year in advance.

FRANK J. WISE, Pine Bluff, Ark.
J. B. MERWIN..... } Editors.

ARKANSAS would receive

Two millions, five hundred and three thousand, one hundred and seventy dollars and ninety-seven cents, for school purposes, if the Blair Bill passes, as it *ought* to pass, this session of Congress.

LET the teachers, school officers and tax-payers remember that GOOD SCHOOLS attract the best class of immigrants, and that Arkansas will receive for school purposes, without any additional taxation, over *two and a half millions* of money when the Blair Bill passes.

Every dollar of this money is needed to-day to carry forward and perfect the school system of the State.

We hope the teachers, school officers, and other friends of education, will be active in circulating Petitions, and securing signatures for Federal Aid to Education.

IF the money to run the schools a proper length of time, to pay the teachers their salary at the end of each month, as other county and state officers are paid—is not in the treasury—school officers should see to it that proper provision be made to secure it; and if there is not enough to do this, look over and see what your State will secure without any additional tax, when the Blair Bill passes.

L. H. HOOPER. Yes, that is plain enough, but how could we tell, or any one tell, whether it is Miss L. H. Hooper, or Mrs. L. H. Hooper, or Mr. L. H. Hooper, or Prof. L. H. Hooper, or L. H. Hooper, Esq.?

If it is Miss L. H. Hooper, why not so write it; or if it is Mrs. L. H. Hooper, why not so write it? Ought not all names to be so written, that we may know whether it is a lady married or unmarried, or a gentleman?

We think so.

What is written and published abides with us, to reinforce us constantly. Get your best thoughts into print.

THE teacher is only limited by his aim! What is your aim?

REAL teachers create by inspiration, and grow strong again by observation of the phenomena of the minds of their pupils.

OUR teachers counsel right action all the time, and create and re-create conscience, and so by thus handling the human soul they give us character and intelligence combined.

CAN we not all sweeten up a little; recognize the good being done by our teachers, and lesson somewhat the crabbedness of the critics? We hope so.

WE fear our teachers and school officers do not weigh quite as carefully as they ought these *practical wise* words of Prof. S. S. Parr, Principal DePauw Normal Scool, Indiana:

"The live teacher who provides himself or herself with the proper tools for teaching, commands $10 to $50 more per month than those who do not."

This is true, because so much *more* work can be done, and so much *better* work can be done "with these proper tools for teaching."

An eight-inch Globe, a set of Maps, a good *Blackboard*, and Reading Charts are *absolutely* essential for the success of any school or any teacher. The pupils need these "helps" more than any one else.

Provision should be made by every school to furnish these *tools to work with*, without delay.

TRUE leisure is repose in the midst of productive work. And man attains to genuine leisureliness of life only so far as he learns the law of his own true nature and so harmonizes his present real life with this law of his ideal life that it proves no longer a struggle for him to do what that law requires. To take delight in doing precisely what one ought to do—that is the glad repose of the spirit in the midst of the self-harmonized workings of its own spontaneous energy, which is, indeed, God-like and creative in its nature.

THIS great number of nameless ones, who have done good and gone to their reward, how much we owe them for the legacy they have left us and the vantage ground they have given us. Inspired by a lofty purpose, the present, and the future too, shall acknowledge and give recognition to their work and their worth. Blessed are all such teachers.

THIS nation, with its four hundred thousand teachers at work, training and inspiring for the right its future citizens, are at once the representatives of its grandeur, of its intellectual and moral power, of its history, of its future. The wise and the patriotic will recognize and make liberal provision to sustain, extend and promote this work.

LET our teachers everywhere press on in their great and all-important work, doing their duty; let us waste no time over and concede nothing to small resentments, or to the petty vanities of the would-be critics.

To our teachers is intrusted the great duty of impelling the forward and onward march of the people.

MUSIC IN SCHOOL.

BY PROF. J. B. NYE.

WE rejoice to see that our teachers are so universally adopting our suggestions regarding the culture and practice of music in the school. Every school from the Atlantic to the Pacific should teach music. You will gain the visitation and co-operation of your patrons. You will become the instrumentality for great good morally as well as physically.

Where good music bears even moderate sway among the young folks, the mind is imbued with nobler thoughts and quicker sympathies. This meets the good old adage, "An ounce of prevention is worth a pound of cure."

Music in the school-room lessens the teacher's labor largely. By opening your schools with an appropriate song every morning, all the essential faculties of your pupils will be set in harmony and readiness to receive and retain useful instruction, and the school will be as attractive as home.

Swatara Station, Pa., Jan. 16, 1888.

SILVER, ROGERS & Co., of Boston, have recently published "Studies in Civil Government," by Wm. A. Mowry.

Chapter I. is devoted to Town and City Government (in the New England States). We should not value it so highly as does the author. Chap. II. discusses The Objects of Government: these it finds stated in the Preamble to the Constitution of the United States, and the author commits the common offence of expressing views which are not held by all good citizens. It would have been better teaching to have said that persons differed as to the wisdom of interpreting the implied powers of government, more generously or more strictly. Chap. III. gives a brief account of the Public School System. The remaining chapters of Part I. concern themselves with historical summaries of Taxation; Town, State and Nation; The Colonial History; The Germs of Union; The Forms of the Colonial Government; The Continental Congress; The Articles of Confederation, and the Adoption of the Constitution.

Part II. is devoted to the Government under the Constitution. The treatment is briefer, but in other respects follows in the path blazed by Judge Story, and breaks into a highway made by the various bookwrights who have been called upon to prepare manuals of the Constitution.

Part III. gives in detail the history of each department of the Government, and must prove valueless in school work. An Appendix presents The Declaration of Rights, The Declaration of Independence, The Articles of Confederation, and The Electoral Count Bill.

The publishers have done their part of the work very handsomely, but we think the book quite unlikely to replace those now in use.

If the pupils in the Providence English and Classical School can learn what is in this work, they are far beyond the pupils of other schools, either in native ability and quickness, or else in the amount of time at their disposal. Furthermore, we regret to say, that if the pupils do familiarize themselves with the contents of the book, they will still be ignorant of a proper elementary knowledge of the Government under which they live.

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For the special preparation of teachers. The full Course of Study requires three years. Tuition free to those who pledge themselves to teach in the State; to others, $30 per year. High-School Department offers the best advantages for preparing for college or for business. Tuition $30 per year. Grammar-School Department furnishes excellent facilities for obtaining a good, practical education. Tuition $25 per year. Terms begin January 3, 1887, and April 4, 1887. For particulars, address EDWIN C. HEWETT, President, Normal, Ill.

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JAN. 24—APRIL 3—JUNE 12.

CAMPBELL NORMAL UNIVERSITY, Holton, Kans., opens its Winter term Jan. 24. Send for circulars. Tuition $8 per term. Board $2 to $2.50 a week.

EDITORS AMERICAN JOURNAL OF EDUCATION: I respectfully suggest that the number of School Directors be reduced fifty per cent.; and then elect only qualified and competent men to this important office; and pay each Director a reasonable salary to visit his respective schools monthly. Then they would know better what is being done, and see more clearly what tools are needed by by the teacher and pupils to work with.

Yours Respectfully,

PROF. J. B. NYE.

Swatara Station, Pa., Jan. 20, 1888.

Let us not wound the whole fraternity of teachers because here and there one does not come up to our ideal. Saints do not travel in battalions in any of the professions.

IGNORANCE and evil is the night of the soul: how great is that darkness!

ALL the while our teachers generate new forces which play through them and pass beyond them into imperishable inspirations for good.

This most exquisite of Toilet Preparations, the virtues of which have caused it to be in demand in all Civilized Countries, stands

PRE-EMINENT FOR PRODUCING A

SOFT It is acknowledged by thousands of ladies who have used it daily for many years to be the only preparation that does not roughen the skin, burn, chap, or leave blacks spots in the pores, or other discolorations. All conclude by saying: "It is the best preparation for the skin I have ever used." "It is the only article I can use without making my skin smart and rough." "After having tried every article, I consider your Medicated Complexion Powder the best, and I cannot do without it." Sold by all Druggists and Fancy Goods Dealers, or mailed free upon receipt of price, 50 cents per box.

BEAUTIFUL

COMPLEXION

Address J. A. POZZONI, St. Louis, Mo.

2-21-12t

THE JOURNAL is glad to receive support for its position from the words of Huxley, the scientist. In "The Advance of Science in the Last Half Century," Mr. Huxley says:

"The founders of the schools of the Middle Ages included astronomy along with geometry, arithmetic and music, as one of the four branches of advanced education; and in this respect it is only just to them to observe that they were far in advance of those who sit in their seats."

"The schoolmen considered no one to be properly educated unless he were acquainted with, at any rate, one branch of physical science."

"The history of physical science teaches (and we cannot too carefully take the lesson to heart) that the practical advantages attainable through its agency, never have been, and never will be, sufficiently attractive to men inspired by the inborn genius of the interpreter of nature, to give them courage to undergo the toils and make the sacrifices which that calling requires from its votaries."

"The great steps in progress have been made, are made, and will be made by men who seek knowledge simply because they crave for it. They have their weaknesses, their follies, their vanities, and their rivalries, like the rest of the world; but whatever by-ends may mar their dignity, and impede their usefulness, this chief end redeems them."

"Nothing great in science has ever been done by men, whatever their powers, in whom the divine afflatus of the truth-seeker was wanting."

IGNORANCE, bigotry and hatred, beget meanness, narrowness and littleness.

WITH the ignorant everything is at zero.

BENJAMIN HUNTER,

CALIFORNIA.

"Here's the scroll—
The continent and summary of my fortune."
—SHAK.

CALIFORNIA has had new and strong attractions, not only for those who listened to, but for those who read so much as we were able to publish, of the elegant speech of Ben Hunter, made at the "Edwards Banquet" early in the year; and now that the decision has been made to hold the next meeting of the National Teachers' Association in San Francisco, Mr. Hunter has promised to furnish our readers from time to time a *resume* of some of the more prominent and attractive features—not only of the route thither, but of the State itself.

Those who are so fortunate as to be able to visit California—and this will number a great multitude—on this occasion, will provide themselves beforehand with note books, and

CALIFORNIA

will be talked about, written about and read about in every school district and in every home in the nation.

The greatly reduced rates of fare for this occasion will enable thousands to visit the Pacific Coast in the best of company, and to see this wonderful region under the most favorable auspices.

Geography will come to have a new and larger significance when thousands of teachers pass in person

"From Hell Gate to Gold Gate,
And the Sabbath unbroken,
A sweep continental,
And the Saxon yet spoken!
By seas with no tears in them,
Fresh and sweet as spring rains
By seas with no fears in them;
God's garmented plains,
Where deserts lie down in the prairies broad calms,
Where lake links to lake like the music of psalms.

* * * * * *

Through the kingdoms of corn,
Through the empires of grain,
Through dominions of forest,
Drives the thundering train—
Through fields where God's cattle
Are turned out to grass,
And His poultry whirl up
From the wheels as we pass,
Through level horizons as still as the moon,
With the wilds fast asleep and the winds in a swoon.

* * * * * *

All day and all night
It is rattle and clank,
All night and all day
Smiting space in the flank,
And no token those clouds
Will ever break rank.
Still the engine's bright arms
All bared to the shoulder
In the long level pull,
Till the mountains grow bolder—
Ah! we strike the up grade!
We are climbing the world!
And it rallies our soul
Like volcanoes unfurled.
Where it looks like the cloud that led Moses of old,
And the pillar of fire born and wove in one fold
From the womb and the loom of abysses untold."

Such is a partial glimpse given, in "*Between the Gates*," by the poet Benj. F. Taylor of his journey thither.

Our teachers should send to S. C. Griggs & Co., Chicago, and secure a copy of this volume if they propose to take this trip—as they will see vastly more after reading it. Yes, Geography and History and Mineralogy and Metallurgy, and all forms of Commerce, transportation and interchange of products, will take on new significance and assume new relations and new importance with the thousands of teachers who we hope will visit California on this occasion.

"From Hell Gate to Gold Gate,
And the Sabbath unbroken,
A sweep continental
And the Saxon yet spoken"—

means not only a great country but a great people.

OUR tax-payers and school officers, too understand now that good *Blackboards* all around the school-room; a good set of outline Maps, and an eight inch Globe, are, to the teacher in his work, what the sledge hammer is to the blacksmith, the saw to the carpenter, the axe to the woodsman, or the plow to the farmer.

The *time* and expense of the teacher and the pupils in the school go on from the day it opens. If you do not give the teachers and pupils these "*tools to work with*," but comparatively little can be accomplished. Therefore, no district, however poor, can afford to do without these necessary helps, and provision should be made for supplying them as much as for the roof of the school-house or the floor to the building.

Pupils need them; teachers need them; economy demands them; and the school law of Illinois says wisely (see secs. 43 and 48) that directors *shall* provide these necessary articles.

Our teachers, remember, fight the noblest battles, because bloodless, and so win the most enduring fame.

OBJECT TEACHING.

IT is a settled *fact* in education that the pupil, in order to *do* the most and get the best, must have something the eye can rest upon to aid the mind to comprehend facts and principles. Hence the *necessity* of providing Outline Maps, Charts, Globes, Blackboards, etc., for every school, if you would have students advance properly and successfully.

By the use of these helps the attendance will be largely increased; the interest in every study will also be greatly enhanced; the discipline improved; and the effectiveness of the teacher MORE than DOUBLED, because *so much more* can be done by both the teacher and the pupils within a given time.

WHAT IS THE COST?

Only *ten cents per year!*

Say the entire outfit of Maps, a Globe, Blackboards, and a set of Charts costs $60.00, and they last twenty years, that would be only $3.00 per year and *all the pupils* in the school get the full benefit of all these things for this trifling expense. If there are thirty pupils, it would be *ten cents* per year to each pupil only.

Do you not think it would be worth ten cents to every pupil and to the teacher, to have the use of a Globe, a set of Outline Maps, Reading Charts, and plenty of *Blackboard* surface, for practice in figures, drawing, writing, etc.?

It seems to us that after duly considering these *facts*, every parent, every conscientious school director, every wise teacher, every patriotic legislator will demand that these essential articles be provided for every school without any further delay.

INERT matter, blind physical mass,—that is the "desert." Everywhere through this mass there lie enwrapped, hidden from the view of primitive man, slumbering angels of beauty, silent, waiting seraphs of heaven's sweetest rhythm. Let but *man*, whose typical nature is realised through thought unfolded in transforming creative deeds—let but man touch Nature with the magic wand of Reason, and the spell-bound forms of beauty spring into rhythmic play, proclaiming themselves to be nothing else than the lesser modes of the divine creative Reason itself from which man and Nature alike proceed. Thus forever, and thus alone, does the "desert rejoice and blossom as the rose."

GET some "tools to work with," early in the session. You can do *ten* times as much work and *ten* times better work, with *Blackboards*, *Maps*, *Globes* and *Charts*, than you can do without these "helps."

Get "some tools to work with."

VICTORY never forsakes the brave.

TEXAS
EDITION
American Journal of Education.

$1.00 per year in advance.

W. S. SUTTON, Houston, Tex...
J. B. MERWIN..... } Editors.

TEXAS would receive

Three millions, nine hundred and twenty thousand, nine hundred and thirteen dollars and seventy-eight cents, for school purposes, if the Blair Bill passes.

OUR teachers give unity to truths scattered over the earth, and so give them multiplicity and power.

OUR teachers cause the public to have faith in the progress and in the intellectual and moral life of the nations.

GIVE us good politics; that is, intelligence and patriotism in the administration of affairs, and we will give you good finances and prosperous times.

IF your success as a teacher seems only for a day, remember that there are ages for the operation of the good seed you have sown in the minds of your pupils.

THE mischief of bad books and of ignorance is only to be corrected by good books and more intelligence.

For these latter helps and influences our teachers work all the time.

THERE is, in the depths of its own shadow, submerged in its own darkness, the more than *six millions* of illiterates—an appalling danger—a deep disgrace—a pressing duty—a fatal crowd this, to all prosperity—a vast and mournful heap of suffering, tattered and torn by its own helplessness—a chaos of souls, pleading with the prayer of its own darkness for light and help. Carlisle stamps upon it, despises it, ignores it—so far as action for its relief is concerned. Ah, what a fearful responsibility one assumes under such circumstances!

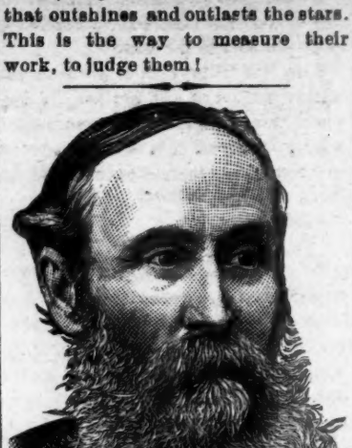
LET us cry out; let us rise up; let us denounce this inhumanity; let us gird ourselves for this work of instruction and enlightenment—and so avoid the counterstroke which *must* come for such injustice.

THESE teachers live a potential life in their pupils, who do not stop when they stop—forever extending their sphere of influence and increasing their power.

OUR teachers close up the gate of night and darkness and barbarism, and open out and up into light and joy and peace, and into measureless possibilities of the human mind.

Great is their work in its least. Who can measure it in its greatest reach, its widest sweep? The giants of the human mind follow them, up the avenues of life and time.

LET us stand by these champions of intelligence; sustain and defend them; they kindle in men a flame that outshines and outlasts the stars. This is the way to measure their work, to judge them!



JOSEPH BALDWIN,
PRESIDENT OF THE SAM HOUSTON STATE NORMAL SCHOOL, HUNTSVILLE, TEXAS.

"This is the very coinage of your brain."
—SHAK.

IN our last issue we gave a brief notice of Dr. Baldwin's book on "*Psychology and Education*," which is just now exciting much interest in educational circles, and which we are sure is destined to find as large a sale—reach as wide a circle of readers—and become as helpful and popular as his previous work on the "Art of School Management."

He has to-day, and has had for years, more readers than any other writer on Educational topics in this country. The "common people hear him gladly."

He has been a very strong and vital force in the work done by the AMERICAN JOURNAL OF EDUCATION for more than twenty years. Thousands of teachers, who have been inspired, strengthened, broadened and uplifted by his ringing, vigorous, courageous, tonic, truthful sentences, published in these columns, give abundant and continuous evidence of this fact.

We have been urged from the start and from nearly every State in the Union to put his picture into our Portrait Gallery of Eminent Educators, but we have never been able to secure it for this purpose until now. We procured this one by "strategy" only—and it is a good one. We present it with great pleasure.

We met one of the leading educators of Georgia in Washington some time ago, and he said:

"You remember I subscribed for two copies of the AMERICAN JOURNAL OF EDUCATION. I clipped out *all* of Dr. Baldwin's articles on the 'Art of School Management,' and put them into a *scrap book*, for daily use in the school-room; but I found that in doing this I lost other valuable articles, and so I subscribed for two copies in order to have the other good things intact.

I would give anything to see the Dr's. face."

Others from other States have repeated these same sentiments. Well here you have him, or a good picture of him; and his "Art of School Management" has already been put into book form, and his "Psychology and Education" has just been published by D. Appleton & Co., New York.

That these books are the distilled essence of his twenty-five years of careful research, study, experience and experiment, will appear plain to all who are so wise and so fortunate as to secure and give them a practical test—

"Who hath not heard it spoken
How deep you were within the book of truth?"

One sower of good seed—one doer of a good deed—heralds and prepares the way for another.

All minds augment and expand in proportion to their inate force and culture.

Dr. Baldwin feels the force of, and acts upon the truth of, the fact, that "what humanity requires is to be fed with light:" to this great truth he has not only devoted but dedicated his life; and for this he will work on, "till we all come in the unity of the faith, * * unto a perfect man: unto the *measure* of the *stature* of the *fullness* of Christ."

TEXAS REVISITED.

ACCEPTING a pressing and cordial invitation to meet and again address the leading educators of this Empire of the Southwest, we found all our expectations and prophecies made on a former visit more than fulfilled.

The only way to know Texas is to visit the State, to mingle with her generous, hospitable, large hearted people.

Its traditions and history, its struggles and triumphs, its majesty and magnitude, its wonderful climate and exhaustless resources, its giant progress—its schools, public and private, its unparalleled and unapproachable landed endowments to perpetuate and perfect its system of public education, culminating in a great State University located at Austin, the capital, and the most beautiful city on the continent except Washington City—its churches and asylums—its railroads and rivers—its seaport and inland cities—its farms and ranches—its cattle, sheep and horses—its cotton and corn and fruit—its wonderful

MINERAL SPRINGS,

with their curative properties, and the sea and surf bathing at Galveston and all along the coast—its latent possibilities, marvelous growth, and indiscribable future.

Where is the frame large enough to hold these pictures, or the pen or pencil brilliant or bold enough to adequately set them forth?

It cannot be done. That master hand or brain has not yet been fashioned or taken shape, that can properly illustrate and elaborate the extent and wealth and power of this Empire!

Texas must now drop its old tradition of "The Lone Star."

Texas is the rising star, marching with giant strides to take the *first* place in the galaxy of States.

Like a magnet, Texas is drawing the flower and bloom and beauty and culture of the continent to herself—drawing capital and enterprise, drawing mind and muscle, and organizing ability of the highest quality.

There is

ROOM ENOUGH.

The climate is perfect. Intelligent, law-abiding, industrious people, no matter from whence they come, or what their opinions may be politically, socially or religiously, are most cordially welcomed.

We visited Fort Worth, Dallas, Marshall, Palestine, Huntsville, Houston, Galveston, Austin, San Antonio, and several other important points. We mingled freely with the people, and during all this time we saw no disturbance and heard of none with one single exception, and that was at Galveston, where a young man had taken aboard too much whisky and made a fool of himself, as men generally do under such circumstances, whether in Galveston, Texas, or in Boston, Mass. Whisky and manhood are always at war with each other, whenever and wherever they come in contact.

Land can yet be bought

VERY LOW

in Texas, and *now* is the time to secure it; or it can be rented on shares if you prefer, and everything you need, but a house, and pluck, energy and capacity to manage, will be furnished and you share equally in the profit be it more or less, whether you raise cotton or sheep or horses or corn or cattle.

GOOD SCHOOLS

are being established and are well patronized all over the State. Churches are being erected, and new lines of railroads are being built and pushed on, to speedy completion, with an abundance of capital—crossing and recrossing each other at short intervals in all directions, thus bringing to the doors of all the people the products of all lands and zones and climes, and taking to all the markets of the world again whatever the people have to sell.

We had supposed we knew, from a careful and somewhat extended study of the map, and from a large corres-

pondence, something about Texas.

We confess we were mistaken.

We repeat, the only way to *know* Texas is to visit the State; and just now the "*Missouri Pacific*" and the "*Iron Mountain*" Railroad Lines are furnishing the most complete and extended facilities for doing this, with their *cheap* and long time excursion tickets.

We never met a more intelligent circle of ladies and gentlemen than at Fort Worth, Dallas, Galveston, Huntsville, Austin, San Antonio and other cities.

We never saw people more devoted and more determined to build up good schools, good churches, good homes and good society, than these ladies and gentlemen with whom we came in contact, at the cities above mentioned.

You could easily put the whole population of the United States, 50,000,000 people, into Texas, and then it would not be as densely populated as Massachusetts, and the religious fervor and heroic deeds of Plymouth Rock and Bunker Hill, glorious as they were, pale in the light of the devotion of the Franciscan Fathers of the mission of San Antonio, and the Texas martyrs who died for liberty at the "Alamo."

Inspired by these lofty ideals the *Press* of the State has become a leader fully alive to the wants and demands of this intelligent and growing constituency—itself the defender of liberty, the support of law and order, and by virtue of this augumenting and extending its own power.

Secure in peace, happiness and prosperity, with such leaders, a great people follow, illuminating the century with every virtue, as they pass on and up into history.

J. B. MERWIN.

WE have gained all that we possess by reason of the education of the individual, and we hold it upon the same tenure. What we hold for ourselves we hold for mankind, and we hold it for both upon the same condition by which it was gained, and that is the continued and universal education and development of the people.

As the leader of the nations it is indispensable to the discharge of our high trust that we incessantly perfect and carefully preserve ourselves.

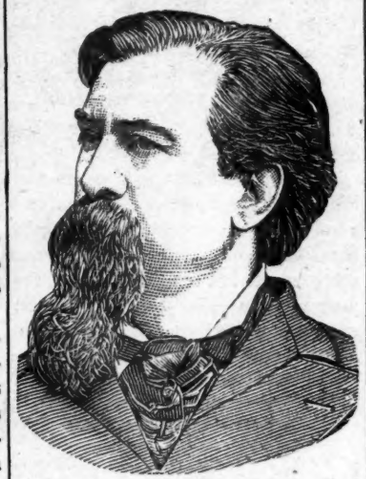
This work cannot be delegated; this responsibility cannot be surrendered nor evaded. Our relations and our influence with mankind at large are sustained and felt in our national and not in our State or individnal capacity.

Our position as a nation can only be maintained by a culture and development of the citizens of the Republic which shall be stimulated by the national idea, controlled by it, if need be, and at all hazards by it guaranteed and made sure.

Let us converge all rays of light and life upon our work as teachers and keep it illuminated and brilliant.

Do not copy; make your own methods, and then you will be strong in the use of them. Only weak persons imitate one another.

Lions do not ape each other.



HON. D. W. VOORHEES.

U. S. SENATOR FROM INDIANA.

"'Tis not enough to help the feeble up,
But to lend him support after."
—SHAK.

IN his great speech for Federal Aid to Common Schools, United States Senator Voorhees of Indiana said:

"I am a representative from a State that is out of debt; its credit is high, it is rich in natural resources and in the graces of cultivation; and yet it has been but few short weeks since we were compelled to ask and receive aid from Congress in behalf of a portion of our people. Ohio did the same. Those two great

EMPIRE STATES

of the West came here for charitable assistance. If our Legislature had been in session or could have been called together in time to afford relief we would not have accepted a dollar from the Federal Government. But when our towns were swept away, when our people sent up a cry of suffering, when I spent my mornings in the War office and my afternoons here—and my colleagues were doing the same—ascertaining the necessitous condition of our people and hurrying appropriations through for their assistance, did we stop to question the power of the Government to do what we called for?

When a great flood swept the whole Mississippi Valley, a half million of money was appropriated to relieve the disasters it inflicted.

Other floods will desolate the low plantatiens of the Mississippi, and we will again come to your aid.

When the yellow fever, with its sweltering venom, smote the towns and cities of the South and destroyed her people at high noon and at midnight a national board of health was organized by act of Congress with power to call forth all the resources of science to allay the pestilence.

If the Government can minister to the ailments of the body in the States why not also to the mind?

I do not believe in a government which can not or will not help its people in their distress, in a government whose constitution is to be construed in the way of obstruction and not in the way of promotion.

I repeat, sir, that

INDIANA

is a great and strong state. Her school system is equal to any in the civilized world. She has over $10,000,000 in a permanent school fund, which can be increased but never diminished under our constitution. She owns more than $12,000,000 worth of school property. She is paying between three and four million dollars per annum for school teachers.

Coming from such a State as that, can I not afford to go as far as the Senator from New Hampshire, as far as the Senator from Massachusetts, in assisting the cause of education in the South? If I failed to do so, those who know me best, I think, would be most surprised."

TENNESSEE.

ALL along the line there is a forward movement educationally in this State, and Col. W. R. Garrett, in his report to the State Supt. says:

"Your good judgment in addressing the *work* of the institutes *to the people* as well as to the teachers, was fully vindicated by the public interest in education which was everywhere aroused. Our public school system must rest upon the solid foundation of popular sympathy and support. Nothing has countributed so much as these institutes to awaken this *popular* sympathy. At every point resolutions were adopted by the people petitioning the General Assembly to enact suitable legislation to make the institute system complete and permanent."

On the other hand the State Supt. says:

"I regard the

NORMAL INSTITUTE

as one of the most useful appliances of the public school system. It enables the State Superintendent to meet the teachers and the people collectively; it calls together the best educational talent of the State; it formulates the principles of education, and disseminates enlightened views among the teachers and the *public*. It has *done more* than any other appliance to elevate education into a profession."

Beside these a large number of local or

COUNTY INSTITUTES

were held with the very best results. The State Supt. says:

"Many of the

COUNTY SUPERINTENDENTS

deserve the highest praise for the energy and ability which they have shown in organizing and conducting these institutes.

They were attended by 3,308 teachers and by a large number of citizens. The effect is seen in the steadily increasing skill of the teachers, the greater zeal of the directors and the *growing popularity* of the public schools in those counties where they were largely attended by the people"

Prof. T. C. Karns, the State Institute Lecturer says, also, that:

"School-houses are being built, and in many places the authorities are supplying improved desks, maps, charts and other apparatus. Yet, while decided progress has been effected, much on the other hand remains to be done. In the first place, the lack of funds is in many sections, quite apparent.

When schools can run only *three* or four months in the year, very large results cannot be obtained.

The law contemplated five months of school each year, but the magistrates in many counties evade or neglect its enforcement. The least burdensome method of securing a sufficient fund would be the enactment of a suitable bill by Congress giving

FEDERAL AID.

Much has been said about this measure *pro* and *con*, and one of the most lamentable features of the whole affair is the evident lack among the the masses of the people to appreciate their own interests. *Such aid* would about *double our present fund.*"

There are more than *seven thousand* teachers in Tennessee, all crippled in their work; not only with short terms, but with only an average compensation of $28.65 per month for three or four months!

Are all these teachers—more than than seven thousand of them—aware that if this recommendation of Prof. T. C. Karns for

FEDERAL AID

was carried out, are they aware of the *fact* that Tennessee would receive an addition to her school fund of five millions, eighty nine thousand, two hundred and sixty two dollars and sixty-two cents?

PLEASE write your full name; write it plainly, giving postoffice, county and state. We have a large number of names to record every day, and this precaution is absolutely necessary to insure proper direction in sending out this JOURNAL and its Premiums.

THE capacity for progress is demonstrated in our schools every day.

Who can measure this transfusion of all that is excellent and hopeful by the unseen, but all-powerful, work of the earnest, conscientious, broadly-cultured teacher?

ILLINOIS
EDITION
American Journal of Education.

$1.00 per year in advance.

E. N. ANDREWS, Chicago..... } Editors.
J. B. MERWIN ..... }

ILLINOIS would receive

One million eight hundred and ninety one thousand, six hundred and sixteen dollars and forty six cents to reinforce the school fund of the State, when the Blair Bill passes.

"LADEN with the spoils of knowledge," is the unique but strong statement of Senator Voorhees. This is what the Blair Bill means for the more than six millions of illiterate citizens. Now these are helpless—blind—hopeless—"laden with the spoils" of ignorance.

THIS work of the teacher, in her quiet way and sphere, is an irradiance of the blinded with light and inspiration and power.

It may be ignored by the politicians, but it cannot be put back nor hindered materially.

WE wish teachers would call the attention of their pupils and patrons often to the *value* of this JOURNAL and its Premiums for their usefulness, and have them start a *scrap book* and clip and preserve these good things—with which to reinforce all their lives.

A STRANGE coincidence happened to us the other day—the same mail brought us a letter from Massachusetts and from one of the Western States—both letters written by leading and eminent educators.

The one from Massachusetts asked: "What in the world can we *do* with $77,000,000 if the Blair Bill passes?"

The other said: "Our proportion of the $77,000,000 will be *so small*, that it scarcely seems worth the effort you urge to secure it."

Beside the direct benefit which will accrue to each State—which is beyond all human computation—be the sum received large or small—will it not be such a recognition of the value and importance of the work our teachers are doing as to materially strengthen and enlarge their influence; and will it not give us a unity of effort, a oneness of feeling, a common interest in a common work for the common people which we have never been able to secure?

The very fact that two such letters should be written so diverse on the same topic, reveals the fact not only of a merely local interest, but of a *lack of information* on this subject, which to us is the most painful and discouraging feature of the whole discussion.

We need to enlarge our knowledge and our sympathy and our efforts in these directions. We need to *know* not only what our district lacks or needs, but what our State needs, and other States need, to continue the schools nine months in the year.

If it was given in one lump—$77,000,000—it would not meet the immediate, pressing necessities for school teachers and school-houses, now existing for 1888—but it is to be scattered over several years, and the most and the best that the $77,000,000 can or will do will be merely to *stimulate local effort* as the Peabody Fund has done.

A NEW ALLY.

WE welcome the fullest and freest discussion of the problem of common school education.

PROGRESS is progress, even though its movements be slow. The monthly magazines have finally recognized Education as one of the sociological questions of the hour. The American Magazine, Lippincott's, The Atlantic, the Century, the Forum, and Harper's, have all devoted more or less space to the discussion of some of the phases of popular education.

We may hope that having taken up the subject, these magazines will not be content with merely irritating the interest of the public which they address, but that they will gradually recede from the circumferance to the center of the Educational problem.

At length there is substantial agreement upon the somewhat evident postulate that the voters of any district have the legal and moral right to tax themselves for the support of such institutions and measures as commend themselves to them.

This, of course, shifts the controversy to the inquiry as, to what is and what ought to be the rational will of the voters?

The effectiveness of the magazine articles has thus far been injured by the assumption of the right of a set, a clique, a class, to make reply for the parties most directly interested. The views expressed have notably been those of individuals who themselves do not patronize the public schools, and whose views of the office and effectiveness of public instruction are not based upon careful examination of the real situation. However, from the very nature of the case, this weakness will be increasingly self-destructive and we may with confidence look forward to a time in the near future when our leading magazines will devote as much intelligent effort to the conditions of the school problem as they now do to subjects whose popular value is settled.

If the public schools are not all that in Utopia they would be, it is at least certain that their defects arise from the unintelligent zeal of those conducting them; from the yet more unintelligent zeal of those who attack them; or from waves of influence produced by the irregular pressure of those who regard it as one of the privileges of conventional education, to have inspirations where other men only grope in darkness.

The needs of the schools may be determined: 1, from the needs felt by those whose children are receiving the education; 2, by the needs assumed by those who have discovered that "life is so simple—when lived by another;" 3, by those who regard all public questions with reference to their own getting on in the world.

The dangers from the first tribunal are only those of over-enthusiasm and admit of easy correction; the dangers threatened by the "the superior knowledge" of the second class, the magazine movement tends to correct; the evils caused by the third class have become so evident as to promise reform.

WHY "COMMON"?

GOV. BROCKMEYER, in his argument on "the right and power of the State to tax the property of the State to maintain Public Schools," states very clearly why the schools are called "common schools," not in an offensive sense at all, but in the highest sense they are common by virtue of what they do.

"The school teaches what is common to all,

CULTURE.

The Catholic, the Protestant, the Jew, the Gentile, the Infidel, the Democrat, the Liberal, the Radical, the German, the Irishman, the Dutchman, the yellow man, the black man, have not each a different mode of spelling the English language, the language of the law, but one and the same mode. The have not each a different grammar of the English language, but the same grammar. They have not each a different geography or technique of commerce, but all the same. They have the same technique of mathematics, of logic, of mechanics, of astronomy, of chemistry, of botany—in a word the same technique for all the products of human intelligence.

It is this common element which the common school teaches. In this it performs a two-fold service. To the State it renders the exercise of an essential function possible, and to the citizen it renders possible the attainment of culture. Regarded from either point of view it is an institution of the State, founded in the final end of the State, and therefore to be maintained by the State.

In conclusion permit me to say, that they who think this too much, and the expense too great, ought to find comfort in the reflection that a life spent in making a living, and in accumulating property, has for its final result *zero*. Nationally, this question was solved and demonstrated by our predecessors—our predecessors in this State—the aborigines. They lived to make a living. The end of their life was not culture, but to live. They wasted no precious property upon education to render culture possible. They paid no school-tax. They vested nothing—nothing but the smutch of their smoke upon the walls of the caves of our State. This they left. This is their monument—a smutch.

On the other hand, they who think this too little, ought to remember that the purpose for which the State exists is to render justice possible for the individual man. To enable a just man to do an honest deed without let or hindrance. But the State does not do the deed for the man.

VIRGINIA is at work to increase the interest and efficiency of the Reading Circle. At a recent meeting the following officers were elected: Hon. John L. Buchanan, State Superintendent of Public Instruction, President; Prof. F. V. N. Painter, of Roanoke College, Vice-President; and Prof. J. A. Bernhardt, Principal of Graded School, Secretary and Treasurer. About fifty new members have been lately enrolled in the Association.

Keep up the fire until the teachers are enrolled and at work.

We hope our readers in Virginia will all join the Circle and help it along.

The County School Council says:

"There should be in each high school a *Normal department* to fit young people for the work of teaching."

This can be done when each township has organized, as it should organize, a Central High School. We are dipping away with a teaspoon yet at this ocean of illiteracy, or trying to stop the rising tide with a mop.

Let us organize for a nine months' school term and a minimum average salary in all the States of $50 per month.

Consolidate the scattered forces, instruct and illuminate the public mind, and get above the old "microscopic view" of school teaching and school teachers.

Our teachers do not work alone. The energy, enthusiasm, hope, love and ambition of over four hundred thousand young men and women should kindle the whole land into a flame of interest, abiding and growing more and more in their work.

The healing of the world of its ignorance,
Is in its nameless saints. Each separate star
Seems nothing; but a myriad scattered stars
Break up the night and make it beautiful.

LET us remember, and teach all the time, that successive developments of life suffered decay, but that no vital principle can ever be annihilated. Superannuated forms perish inevitably but in order only to reproduce a higher type of perpetuated excellence among the people.

OUR Premiums are very liberal, you see; they are very useful and very helpful too, where there is not easy access to a large library by the teachers and their pupils.

LET this be our consolation in our work as teachers and educators—that the future is to be a sunrise instead of a sunset.

SOME of the politicians are afraid of the teachers; afraid they will know too much and teach too much; afraid they will be too much men and women: hence they cripple them, sneer at them, pay them poorly, and only at long intervals, and sometimes not at all. Politicians are poor guides, poor cowards and poor specimens; they ought to be bottled up and kept out of the way.

THE marvels and trophies of the human mind are the inheritance of every teacher. Seek and use only the best. We have no time to waste on puerilities.

EVERY masterpiece of genius offers us, as teachers, its hospitalities and inspirations in these days. We ought to be both great and good.

JOHN B. ALDEN'S low-priced publications are doing more to insure an acquaintance with good literature, than all the magazine articles, lists from Sir John Lubbock, or diatribes in the daily press. When one is in earnest he stops growling and takes measures to remedy evils of which he complains.

Doubtless the work of Mr. Alden lacks the brilliancy of original authorship, but it is as much more useful as an acquaintance with the best of literature exceeds a knowledge of what is current and to be classed with novelties.

For ten cents one can obtain a readable copy of Hughes' "Tom Brown at Rugby"—a classic in its department.

Alden's list includes Tennyson, Goldsmith, Burns, George Eliot, Jean Ingelow, Schiller, Pope, Campbell, Byron, Coleridge, Macaulay, Poe, Goethe, Milton, Shakespeare, D'Aubigne, Irving, Holmes, Lowell, Dickens, Huxley, Spencer, Kingsley, Locke, Ruskin and De Quincey.

The circulation of these books (whose price places them within the reach of the poorest) is among those who are improving their opportunities, and as an educational influence we believe the enterprise to be one of the most efficient additions to the education of the school-room.

MEN of truth and of genius are fellow citizens everywhere. There is no danger of exhausting these fountains of perpetual youth.

CITIZENSHIP is a heavy burden; but unless we enlighten it by intelligence, it will become dangerous as well as heavy.

INTELLIGENT thought and civilization, as developed and perpetuated by the work of our teachers and the press, is contagious, and of all sovereigns Liberty is most pacific toward her admirers. Identity of language is a mighty auxiliary to elevating equality, and the subjugation of this continent to the sway of our native literature will present the most magnificent trophy that ever signalized the triumph of Mars.

That this will eventually be accomplished by literary Americans, whose sphere of thought will be as central as it will be both elevated and comprehensive, ought not for a moment to be doubted.

INTELLIGENCE is grand and luminous; its light shines for us from afar.

THOSE who secure our very liberal and helpful Premiums do their friends an essential and permanent service in calling their attention to these facts. We greatly appreciate this constant co-operation, as it greatly increases the influence as well as the circulation of the AMERICAN JOURNAL OF EDUCATION. Our contemporaries say strong words of commendation of the good it accomplishes.

THE men and women of Kentucky are a host in, and of themselves, who are leading off in this educational work.

THOSE teachers who *will*, are able, and everything helps him who does his best.

STEWART'S
HEALING CREAM
Cures chapped hands, face or lips, and makes the skin soft and white. It cures and heals the face after shaving; cures Burns, Tetter, Salt-Rheum, etc. The most satisfactory preparation made. Sold by druggists, 15 and 50 cts. a Bottle, or large sample bottle mailed for 24 cents by Stewart Healing Powder Co., 404 N. Second Street, St. Louis, Mo.

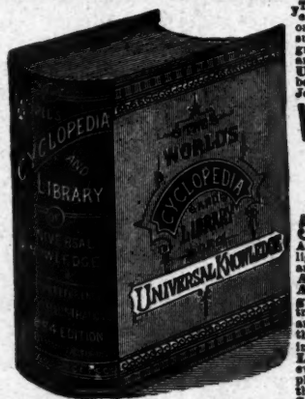
LET us try to remove evil by the suggestion and substitution of something better and by advancement secure strength and purification. It is the easiest thing in the world to find fault. But we need more suggestions of the right sort.

The American Journal of Education

TAKES THE LEAD WITH

AN EXTRAORDINARY OFFER

Who can afford to let pass this grand opportunity.



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Three millions nine hundred and forty five thousand, fifty-one dollars and forty-eight cents for school purposes, without any additional taxation, if the Blair Bill passes this session of Congress, as it OUGHT to pass

TELL only the noble characteristics of your acquaintance, then you gain the double potency of his goodness and of your affinity.

LET Geography be so taught and studied that the children shall know that this continent traverses every clime of earth, abounds in every variety of natural phenomena, and is most profuse in all sorts of valuable productions.

The plains of the Amazon and of the Mississippi, compared with those of Siberia and Sahara, show the natural contrast and indicate the grand design of Providence to plant here a great people whose God is the Lord.

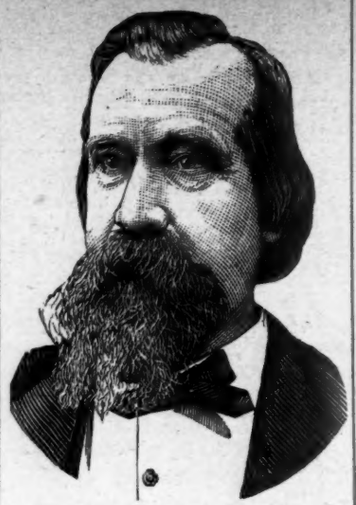
GOD has made the Southern extremities of the two hemispheres little, pointed, and barren, while they grow broader toward the North, and teem most abundantly with material and mental wealth in the West.

WHEN inferior nations and tribes disappear after having done the work of precursors, a more useful race is certain immediately to appear and transmit the torch of divine effulgence which, in its sublime career appointed to be run, had dropped by superseded hands.

IT is in truth the Divine in man that constitutes the Freedom of man—his spontaneous power to do what he *will*. It is man's divine, exclusive privilege to do wrong. But this carries with it of necessity a further exclusive divine privilege—and that is to suffer for the wrong he does. The only dreadful death that man can die is that of the god dying within him.

WHILE agriculture has less direct influence upon the wealth and power of a nation than commerce, it is most conservative of the national weal.

Minds engaged in the latter pursuit are more active and acute, more inclined to seek after new discoveries and such inventions as most favor zealous enterprise; hence, nearly all great material improvements have been made by the intelligent mechanical, manufacturing and commercial classes—those people who are really the most direct and inevitable result of our school training.



HON. LUCIUS Q. C. LAMAR,
OF THE U. S. SUPREME COURT.

"The nobleness of life
Is to do thus."
—SHAK.

WHILE a member of the United States Senate, before entering upon his duties as a Cabinet officer, Hon. Lucius Q. C. Lamar, of the U. S. Supreme Court, said of the great measure of "Federal Aid" for Education:

"I have watched it with deep interest and intense solicitude. In my opinion it is the first step and the most important step this Government has ever taken in the direction of the solution of what is called the race problem, and I believe it will tell more powerfully and decisively upon the future destinies of the colored race than any measure or ordinance that has yet been adopted in reference to it—more decisively than either the thirteenth, fourteenth or fifteenth amendments, unless it is to be considered, as I do consider it, the logical sequence and the practical continuance of those amendments.

I think that this measure is fraught with almost unspeakable benefits to the entire population of the South, white and black.

It will excite a new interest among our people: it will stimulate both state and local communities to more energetic exertions and greater sacrifices, because it will encourage them in their hopes in grappling and struggling with a task before whose vast proportions they have stood appalled in the consciousness of the inadequacy of their own resources to meet it."

Other members of the Supreme Court have been equally pronounced in favor of this measure.

Let teachers, school officers and friends of Education, the country over, press the matter of Petitions for the passage of the Blair Bill vigorously, until its passage is secured.

Hon. A. H. Garland, Attorney-General of the United States, while he was a member of the United States Senate, made an argument on the *necessity* and *constitutionality* of this measure, which Senator Voorhees characterized as of "such conspicuous ability" "as to close forever the constitutional question" in regard to the measure.

Arkansas would receive an addition to her school fund of two millions five hundred and three thousand, one hundred and seventy dollars and ninety-seven cents without additional taxation.

Mississippi would also receive over four and a half millions of money for school purposes when this measure becomes a law, without any additional taxation.

What is the average length of the public school term in these States at present?

What are the average wages paid the teachers in these States?

Look over the "Reports" of the State Superintendent of Schools and you will see they are wholly inadequate to properly educate the people.

The schools should be taught nine months in the year, and the average minimum wages paid, in order to secure competent teachers, should be at least $50 per month in all these States.

With the additional funds the passage of the Blair Bill would give, this could be done.

A CONVERSATION.

WE often hear complaints from teachers concerning the bent of our conversation in social circles when a teacher is present. It invariably turns upon "school." The thoughtless teacher says: "I do not talk school outside."

Why should we complain. Why should we make such a remark? It is so in every profession or vocation. If we wish to know law, we inquire of a lawyer. Will the teacher forsake her post? The stronger wields the power. The river naturally flows into the widest, deepest channel. Is it then unnatural that the conversation should turn toward teaching and teachers? Let us endeavor to stand to our post and give all the information we can.

Talk "school" with the parents, it will do them good. Prepare yourselves in the best possible manner, then talk whenever the people open the conversation. Do what you can toward giving the best thoughts of great writers and your best experience, and you will find the community will improve by this course.

It thus happened that a conversation took place concerning "Government," which may prove a benefit to our readers, but above all we would leave the impress: "*Be ready to talk school in season and out of season;* just as ready as the politician to talk politics. Hoping to benefit, we give it verbatim.

Parent—Why is it so few teachers succeed in governing their pupils? They can teach but cannot govern.

Teacher—In many cases and too often it is so, that the teacher has stepped from the "High School" into the school-room. In such a case the sudden transition has given no opportunity for the teacher to prepare for the profession; knows nothing of child nature, and has little idea of human nature. The teacher is therefore to be pitied, and those who placed this person in such a position should be condemned rather than the unfortunate object of their misguided zeal.

Parent—The school should be a little *home*, and each pupil should be treated as a member of that home circle. I study the dispositions of my children and endeavor to suit each one without showing partiality.

Teacher—Yes! How many children have you?

Parent—Five. Three boys and two girls. Five as different dispositions as could be found anywhere.

Teacher—Five? Are you sure you are exactly correct in your government and can say what the result of your training will be?

Parent—Of course not. I am endeavoring to mould them into men and woman that I shall be proud of some day.

Teacher—I suppose every teacher who is at all conscientious, is endeavoring to do the same. They make mistakes and failures through want of knowledge. Many parents do the same.

Parent—Yes; but then why do not the teachers consult the parents and study the parental government?

Teacher—You have five children. You are not *sure* you are exactly right in your government of them. The individual teacher has no less than ten times your number, and, perhaps, no two from the same family, or under the same home government. Now she has fifty: the parent seldom more than five She must understand these dispositions and govern each child just as it is governed at home. The parent has known the child from the cradle, and in the ten years of contact with the child of his own blood is still in doubt what is exactly correct for it. The teacher at most is with the child from two to three years. Unless that teacher has something more than ordinary knowledge, could you expect her to deal with your child just as you would and with the other forty-nine pupils just as the other forty-nine parents deal with their children? Infallible creature. Where shall such an one be found?

Parent—I think the school government should be parental.

Teacher—In the school there may be ten times as many pupils as belongs to the one teacher, then the Superintendent must be the head of the family. He would be as burdened as Moses when Jethro came to visit him. He advised Moses to divide the people, putting heads over each

division, and giving the people *laws* by which to govern themselves, and Moses could be over all toward God. It proved a success. The secret of the success was teaching the people *law*, and the obeying it. Shall we of the 19th century fall behind this?

Parent—I do not think this applies to the government of a school.

Teacher—Why not? Are not the schools divided and heads put over each division? Are not these heads responsible to the Superintendent, and he responsible to Him who governs all? The government of the school should, in truth, be *democratic*. The children taught to govern.

Parent—But each child should be dealt with individually.

Teacher—Yes, it should, and it is the endeavor of a good teacher to deal with individuals. If we stop to examine the government of our country, we find it deals with individuals. It moulds and makes its people *American*. It makes them patriotic, freedom-loving, progressive and God-fearing people—different from any other nation under the sun. It has the appearance of being the most general while it truly fashions the people after its own type. The school government must necessarily be fashioned after the national rather than the parental government. Through a few *grand principles* underlying human nature, with judgment in the one governing, the individual will be reached.

Parent—Then you would have police—or, as they call them in some schools, officers of the day.

Teacher—*No.* Lead the children to self-government by teaching them their duty to God and to their fellowmen. Law of the highest type; not a set of rules, but God's law.

Parent—What can a child understand of *law*?

Teacher—Ah, there is where you are mistaken. Children love law, and love to obey it, when they understand its benefits. This is the trouble with the young teacher who has had no professional training. From morning until evening she is saying: "John, don't do that!" "Jim, don't do that!" and so it goes around the school, until the children become as accustomed to "Don't do that," as they would to the tick of the clock on the wall, or any other sound that is continually in their ears. They cease to hear their teacher's "Don't do that," and are condemned as *disobedient*. It is not so. This teacher forgets that the child knows right from wrong; and instead of telling them not to do, she should be teaching or leading them to love the right and to do it. Teaching them respect and love for their neighbors. Teaching them self-control, instead of wearing out her own nerves and those of her pupils by "Don't do that." Too much government by the teacher and not enough by the pupils. Good government comes from the children, and they deserve the credit. The teacher deserves the credit of throwing the responsibility upon the children.

Parent—I should like to observe a school thus governed. It surely would be Utopia. I hear of your good government. Do you have the children govern themselves?

Teacher—I endeavor to have this government, this self-control among the pupils; yet I cannot say that it is perfect, for there are some that are taught disobedience from the cradle, and these, after twelve or more years, cannot be reformed in a few months. Others are delighted to obey themselves, and their God, by being keepers of His law. First of all to make the children fall in love with this state of affairs, the teacher must be a fair sample; and this is the secret of a good disciplinarian—to know *self-control*. "He that ruleth his spirit is greater than he that taketh a city.

Parent—I shall visit your school soon, and I am sure I shall be pleased.

TEACHERS A NECESSITY.

THE very existence of our Republic depends upon the work done by our teachers. Says Gov. Brockmeyer, in his plea for such a culture as shall bring all into a "conscious relation of the just:"

"This 'technique' is conventional and arbitrary, and therefore accessible to the individual only through an individual—a teacher. The answer, therefore, to the question, how shall a citizen enter into a conscious relation to the just, so that he may be governed by the just within, is contained in the single phrase, "through culture." But this is conditioned by education. Hence, if the very existence of the republic depends upon a majority of the citizens being governed by the just from within, that is, being self-governed, and the possibility of this depends upon culture, and culture depends upon education—the act of self-culture—then the very existence of the republic depends upon education: a conclusion fully understood and realized by the founders of the republic more than one hundred years ago.

But education is only a condition precedent to culture, it is not culture itself, it is only the possibility of culture. It confers a mastery over the technique of human intelligence. This technique, conventional and inaccessible to the individual except through the intervention of a teacher, is nevertheless the common element which holds, as it were, in solution the entire consciousness of the whole human race.

A mastery over this technique elevates the individual above the four physical elements into this, the fifth, *the spiritual element of his existence.* By it he is declared of age, and entering upon his majority he enters into the vast and glorious inheritance bequeathed to him by the race for his spiritual sustenance. But the peculiarity that requires our attention here is, that this technique is common—common to all the many forms under which the products of human intelligence present themselves; and as such it is the proper content of education in the strict sense in which that term is here employed. This is the education of the common school—common in the sense that it is for all, accessible to all; common in the sense that it teaches what is common to all—culture—and thus needed by all; and finally common in the sense that it is maintained by all, out of a common fund to which contribution is made by all. Accessible to all; it excludes none. All are potential citizens of the republic, and in this character alone are they known to the republic. From all alike the republic demands obedience to its laws. To all alike it has to render a knowledge of that law possible. From all alike it demands that they shall govern themselves. To all alike it has to render the culture possible, through which alone self-government is achieved. It excludes none. The conduct or behavior of the individual alone can exclude him, and as we deal with potential instead of actual citizens, this ought not to exclude, but only transfer him from the school to the reformatory.

SHAKESPEARIANA deserves a special notice as each number is issued.

Mr. Appleton Morgan explains "What the Furnival Verse Tests Are, and What They Are Not," in this article. Mr. Morgan states the fundamental weakness of the standard adopted by the New Shakespere Society, and makes it evident that it is a weakness.

F. G. Fleay contributes the "Annals of the Career of John Lyly;" interesting to all as the Euphuist.

W. H. Wyman brings within the knowledge of the reader, "The Recent Bacon-Shakespeare Literature."

Prof. M. W. Smith continues his "A School of Shakespeare."

The "Literary Notes" place the reader "*au courant*" with the newest Shakespeariana.

"Miscellany" contains "Black's Cipher Out-ciphered, A Prophetic Cipher, Stratford-upon-Avon, A Disenchantment, What the Bacon Society Think of the Donelly Claim, What Dr. Rolfe Thinks of the Donelly Claim, The Omnia per Omnia, a Plagiarism, and mention of the N. Y. Shakespeare Society.

Every buyer of general literature should subscribe for "Shakespeariana."

KEEP the people in ignorance and helplessness, and brutalization is consummated. They are empty and selfish.

G. P. PUTNAM'S SONS are always preparing new and agreeable surprises. The latest consists of an exquisite series of books entitled, English History by Contemporary Writers, edited by F. York Powell.

No. I, is "Edward III. and His Wars," by W. J. Ashley, the material being derived from Froissart's Chronicles, Jehan le Bel, Knighton, Adam of Murinxeth, Robert of Avesbury, The Chronicle of Lanercost, the State Papers, and other Contemporary Records." The account is not confined to the statesmanship or the military achievements of the favored few, but embraces the life of the people and the development of the constitution.

No. II. is Hutton's "Misrule of Henry III." The authorities are Matthew of Paris, Robert Grossetete, The Camden Society Publications, The State Records, and Adam of Marsh.

The volumes promised are: 1. "Britain Under the Romans," by C. L. Elton; 2. "The Little English Kingdom," by F. York Powell; 3. "The Danish Sea Kings and their Settlements," by F. York Powell; 4. "Henry II., Statesman and Reformer," by F. A. Archer; 5. Simon of Montfort and His Cause," by Rev. J. Hutton.

The demand for such presentation of history as will meet the demands of economy of the reader's attention, accuracy, and for the life of the period, grows steadily, and is a premonition of our ultimate escape from an ignorance of all but present events (even if we really possess this rather than a manipulated account of what actually transpires). The publishers have been quick to meet this demand, and none of them have rendered greater service than the G. P. Putnam's Sons.

St. Louis has received recognition among their authors and editors, and this is an additional reason why our incipient local pride should lead us to acquaint ourselves with the catalogue of the Putnam's publications.

SHELDON & Co. have issued Dr. David J. Hill's "*Elements of Psychology.*"

As a brief history of philosophy its merits are great, although it is to be regretted that the appearance of wide and intelligent reading should be affected by the cavalier way in which Hegel and his followers are mentioned.

The tide of psychologies is now sweeping over the land, and we cannot see why, like the Nile, it should not leave fertility behind it.

READERS interested in the workings of high and low tariffs in the various civilized countries of the world, will find an unusually readable discussion of the subject by Hon. David A. Wells, under the title of "Governmental Interference with Production and Distribution," in the forthcoming January number of the "Popular Science Monthly."

Unity of purpose gives strength of purpose.

D. C. HEATH & Co. have added to their list, Edward S. Joynes' "*German Grammar for Schools and Colleges*, based upon the Public School German Grammar of A. L. Meissner, of Queen's College, Belfast."

Prof. Joynes is the Instructor in Modern Languages in the South Carolina College, and it is a special pleasure to the JOURNAL to see this growing activity among Southern educators.

For a long time Schele De Vere stood as the sole representative of activity other than that of instruction: he has now been reinforced by Prof. Thoms, the Faculty of North Carolina University and Prof. Joynes.

This is the "New South" in which the JOURNAL takes an interest.

Part I. of Prof. Joynes' German Grammar suffers, as it seems to us, from excess of scholarly refinement—this may be illustrated by the subdivisions of the verb.

Parts II. and *III.* are devoted to Derivation and Composition of Words and to Syntax, and are vastly superior in treatment to any similar work.

If the defects of *Part I.* are real, then a revision will enable Prof. Joynes to perfect a book which, as it stands, is highly creditable to his scholarship.

E. L. KELLOG & Co, (N. Y. and Chicago,) have just issued Love's "*Industrial Education—a Guide to Manual Training.*" The preface states that the book is "no more than a plain, unvarnished explanation of the way in which Manual Training has been introduced and carried on in the Jamestown [N. Y.] Public Schools." The subject lends special value to a work of this nature, for the methods and results have interest alike for those whose support has been gained, and for those who belong to the unconvinced and the unconverted. The scheme differs from the one known in St. Louis in two respects: 1, it begins at the beginning; 2, it recognizes in practice a less ambitious and less specializing field for effort. This is in no wise a reflection upon the St. Louis institution, but a caution against confounding enterprises have similarity of name rather than identity of aim. The JOURNAL knows of at least one prominent educator, who has persistently urged such limitations as the Jamestown authorities have made—he, however, urged that such a course should be put among the "optional studies."

An enterprise conducted in the spirit of Mr. Love's book, and which while recognizing the training exercises as an addition to the course of study, not a substitute for this, would reconcile much of the present opposition—were the optional element added the number in opposition would be still smaller. It should be understood that many who are opposed to Trade schools at public expense, are quite in favor of the teaching in each grade—to those who can be persuaded to learn—such practical industries, and so much of these as are of service to children in *general* and restricted to an adaptation to the years of the pupil.

Read what Dr. Flood says in "The Chautauquan" for May:

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INTELLIGENCE, faith and will, light up a vestal flame which burns on the altar of our common country, and our teachers become patriots as well as prophets.

For 25 years I have been afflict- with catarrh so that I have been confined to my room for two months at a time. I have tried all the humbugs in hopes of relief but to no success until I met with an old friend who had used Ely's Cream Balm and advised me to try it. I procured a bottle to please him, and from the first application I found relief. It is the best remedy I have ever tried. W. C. Mathews, Justice of the Peace, Shenandoah, Iowa.

Two bottles of Ely's Cream Balm cured the wife of a well known U. S. A. General and also two army officers in Arizona of catarrh.

GINN & Co., always invite examination of their publications by the attractive form in which they present them. For a long time Crosby's Greek texts were alone in using type which by its size and distinctness saved the strain upon the eyes which Greek is specially well fitted to produce. The latest publication in the "College Series of Greek Authors" is "*Homer's Iliad, Books I. to III.*," by Prof. Thomas D. Seymour, of Yale College. Greek teaching has, we are happy to say, advanced beyond the stage of our own college days, when Greek literature was reserved for rhetorical encomium, and Greek study was confined to forensical grammar. The notes furnish illustrations from the Old Testament, from Virgil and from Milton, so that these great epics may be mutually serviceable and be associated in the mind of the reader. The notes are liberalising in character as well as generous in quantity. In an appendix there is a discussion of the various Homeric MSS; a brief account of the various standard editions; a list of "Auxiliaries;" while the "Critical Notes" discuss other than verbal questions.

One more step remains to be taken by our collegiate work—the setting forth of the philosophy of the poem and the presentation of its symbolic meaning. The advance made within the past thirty years has been so great that we may rest assured that the conservative methods of collegiate instruction are giving way to a more liberal and more liberalising views. The text followed is the Amer's-Hentze.

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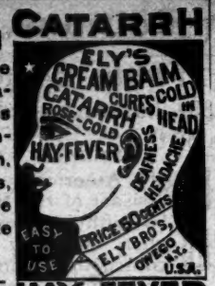

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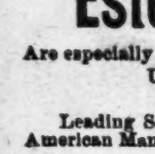

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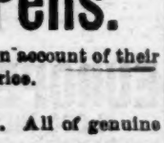

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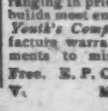

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